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ABSTRACT

This project was conducted to provide local school administrators, teacher educators, and teachers with a synthesis of the literature and practice relating to the career education of disadvantaged students. Information was secured by visiting eight on-going career education programs, interviewing their program directors, corresponding with directors of promising programs, and reviewing the literature. In addition, a 1-day consultants workshop was held to strengthen the perspectives of the four project authors who developed papers for the three target groups covering the following topics: (1) descriptions of exemplary programs for disadvantaged students, which was developed for local school administrators and is available as VT 018 541 in this issue; (2) research and theory related to the motivation of disadvantaged students, and curriculum materials for use with disadvantaged readers in developing their employment skills, which were developed for teachers and are available as VT 018 542 and VT 018 544, respectively, in this issue; and (3) descriptions of methods and programs for preparing teachers, which was developed for teacher educators and is available as VT 018 543 in this issue. (SB)

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FINAL REPORT

Project No. 20269

Grant No. OEG-0-72-4355

CAREER EDUCATION FOR DISADVANTAGED STUDENTS

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Alice J. Brown

The Center for Vocational and Technical Education

The Ohio State University

1960 Kenny Road

Columbus, Ohio 43210

January 31, 1973

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

National Institute of Education
Task Force on Dissemination

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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ABSTRACT

To provide a synthesis of literature and practice relating to the career education of disadvantaged students, a project was conducted to develop four publications for three different audiences. Descriptions of exemplary programs for disadvantaged students were developed for local school administrators. A synthesis of research and theory related to the motivation of disadvantaged students and a review and analysis of curriculum materials designed for use with disadvantaged readers in developing their employment skills were developed for use by teachers. Descriptions of methods and programs for preparing teachers of disadvantaged students and a synthesis for educators of program strengths and limitations was developed for use by teacher educators. Information was obtained by visiting programs, interviewing program directors, corresponding with directors of promising programs, and reviewing the literature. Manuscripts were reviewed by scholars and representatives of the target audiences. Appended in this report are the four completed manuscripts.

PREFACE

Career education is a concept designed to reform and redirect educational practice. It represents a synthesis of antecedent concepts in American education. In recent years, legislation and societal concern have given new focus and special emphasis to meeting the needs of the disadvantaged portion of the population. Educational planners must examine the basic relationship of school programs to the educational needs of all students.

The most seriously disadvantaged students have often received the least relevant education. Without successfully employed work models at home or in the immediate neighborhood, disadvantaged students have few opportunities to develop an understanding of available careers. Motivation is a key factor in the learning process and it is especially significant for disadvantaged students because of low educational and occupational aspirations. Curriculum emphasis must be placed on reality rather than the abstract, on application rather than on theory, and on the student's interest, personal characteristics and abilities. Teachers must recognize their students' characteristics, psychological responses, and environmental problems and apply information for effective instruction.

Special recognition is due J. David McCracken as Project Director and to Alice J. Brown for her assistance in the project. Recognition is also due J. Marvin Robertson, Hollie B. Thomas, Jr., Henry E. Schmitt, and David K. Maxwell for their scholarship in synthesizing literature and practice on this priority topic. Appreciation is expressed to the many consultants and reviewers who contributed to the development of the manuscript for this project.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

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A. "Career Education Programs for the Disadvantaged"
B. "Motivating Disadvantaged Students to Learn"
C. "Teacher Education for the Culturally Different"
D. "Curriculum Materials in Career Education for the Disadvantaged"

INTRODUCTION

Federal funding of a variety of projects has made it possible for many schools and other educational agencies to experiment and demonstrate. Much has been learned about the disadvantaged and how individuals and agencies may assist in the solution of their problems. The compilation of this information gathered through the efforts of this project should be helpful to schools seeking answers to critical questions.

How can school districts provide meaningful and successful career education programs to develop the employability of increasing numbers of disadvantaged youth? How can students with special needs be challenged to their potential so they may make a significant contribution to society? What types of curricula may be used on working with non-readers to develop their employment skills? How may teachers be prepared for the career education of disadvantaged students?

Purpose

The purpose of this project was to provide a synthesis of the literature and of practice relating to the career education of disadvantaged students to specific groups of educators and others who make decisions which result in educational change.

Objectives

Specific project objectives were to provide:

1. Descriptions of exemplary career education programs for disadvantaged students with a summary of program strengths and limitations.

2. A synthesis of research and theory related to the motivation of disadvantaged students.

3. A review and analysis of curriculum materials designed for use with disadvantaged readers in developing their employment skills.

4. Descriptions of methods and programs for preparing teachers of disadvantaged students and a synthesis for educators of program strengths and limitations.

The ultimate goal of these products is to produce change in the elementary, secondary, and teacher education institutions in the United States.

PROCEDURE

The procedures for the project are discussed in terms of audiences, target audience involvement, knowledge base and major activities.

Audiences

The three major audiences which are of concern in this project are local school administrators, teacher educators, and teachers.

Local School Administrators

Local school administrators are responsible for interpreting and implementing policies of local and state boards of education. They are directly responsible for career education program development with counselors and teachers who in turn interface directly with students. Their information needs include guidelines and examples of other programs which might aid them in local program implementation.

Teacher Educators

Teacher educators involved in career education are responsible for preparing pre-service and in-service programs for new and continuing teachers. They must have access to additional information gleaned from other existing programs and procedures which will enable them to incorporate new techniques and ideas into their programs.

Teachers

The essential ingredient underlying successful curriculum development and adaptation rests heavily on the shoulders of well prepared teachers. They must become knowledgeable about the characteristics of the disadvantaged, their psychological responses, and the environmental factors which create and extend disadvantagement.

Target Audience Involvement

On-site Visitations

To secure the necessary information concerning target audience needs, the project authors met with representative practitioners. On-site visitations of recommended career education programs included: Beggs Educational Center, Pensacola, Florida; Aims Community College, Greeley, Colorado; Manpower Skills Center, Community College, Denver, Colorado; Business Experience Education Program, Philadelphia, Pennsylvania; Education Center for Youth, Newark, New Jersey; Boston Public Schools, Boston, Massachusetts;

Board of Education, Office of Career Education, New York, New York; and Community Colleges, New York, New York.

Consultants Workshop

On August 14, 1972 a one-day consultants workshop was conducted in order to strengthen the perspectives of the four project authors, allowing for constructive criticism and support to be given to each by the visiting consultants. During the morning session each author presented a brief description of his proposed paper, followed by discussion. In the afternoon each author met individually with a consultant. The workshop closed with a general session which allowed for overall reactions and suggestions (Agenda attached).

Consultants were: Mr. Victor E. Hill, Assistant Area Director (Education), Bureau of Indian Affairs, Muskogee, Oklahoma; Dr. B. B. Archer, Florida A & M University, Tallahassee, Florida; Mr. Gene Wollery, Coordinator of Career Education, Dayton, Ohio; and Mr. Archie Holmes, State Department of Education, Minneapolis, Minnesota.

Review of Papers

The project papers have each been reviewed by specialists in related fields.

"Career Education Programs for the Disadvantaged: A Description of Exemplary Programs" (Appendix A) has been reviewed by: Benjamin Whitten, Area Superintendent of Vocational Education, Baltimore City Public Schools, Baltimore, Maryland; Charles Nichols, Minneapolis Area Vocational-Technical School, Minneapolis, Minnesota; and James Barge, State Department of Education, Tallahassee, Florida.

"Motivating Disadvantaged Students to Learn" (Appendix B) has been reviewed by Addison Hobbs, Director of Bachelor of Science Programs, Washington Technical Institute, Washington, D.C. and James G. Porter, Director of Federal Projects, East Chicago, Indiana.

"Teacher Education for the Culturally Different" (Appendix C) has been reviewed by: Doris Manning, University of Arizona, Tuscon; Vincent Feck, College of Education, Western Kentucky State University, Bowling Green; and Sopholia F. Parker, Hampton Institute, Hampton, Virginia.

"Curriculum Materials in Career Education for the Disadvantaged" (Appendix D) has been reviewed by: Donnalie Stratton, Curriculum Materials Laboratory, State Department of Education, Frankfort, Kentucky; James Wall, Director, Mississippi Research Coordinating Unit for Vocational-Technical Education, Mississippi State University; and Mary Weaver, Coordinator of Reading, Joint Vocational School, Shelby, Ohio.

Knowledge Base

Literature in the document base relating to economic and cultural disadvantagement, exemplary programs, motivation, curriculum materials and

teacher education were reviewed. In addition, on-site visitation was conducted to provide empirical knowledge as well.

The document base for this project was the collections of the Educational Resources Information Center (ERIC), the ERIC Clearinghouse on Vocational and Technical Education, and the Research Library of The Center for Vocational and Technical Education. An extensive literature search was initially conducted of the documents reported in Research in Education (RIE), Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Abstracts of Research Materials in Vocational and Technical Education (ARM), and Current Index to Journals in Education (CIJE).

Three computer searches were conducted incorporating such major descriptive terms as: Teacher education, preservice education, disadvantaged, instructional materials, curriculum, teaching guides, study guides, textbooks, manuals, motivation, self concept, aspiration and self actualization.

Two additional sources of curriculum materials were available through The Center for Vocational and Technical Education. During part of 1972, The Center sub-contracted with the firm of Peat, Marwick, Mitchell and Company through its Model I component. The firm was to locate, evaluate and acquire relevant commercially produced materials in career education. The abstracts of their selections, as well as many of the materials themselves, were available for review.

Secondly, the Information Services Division of The Center is conducting a continuing search of relevant non-commercial materials in career education identified as Supportive Information of the Comprehensive Career Education Model (SI/CCEM). These materials and their abstracts have also been available for review. Materials selected for inclusion in the four papers were judged on their relevance to career education as it related to disadvantaged students.

Major Activities

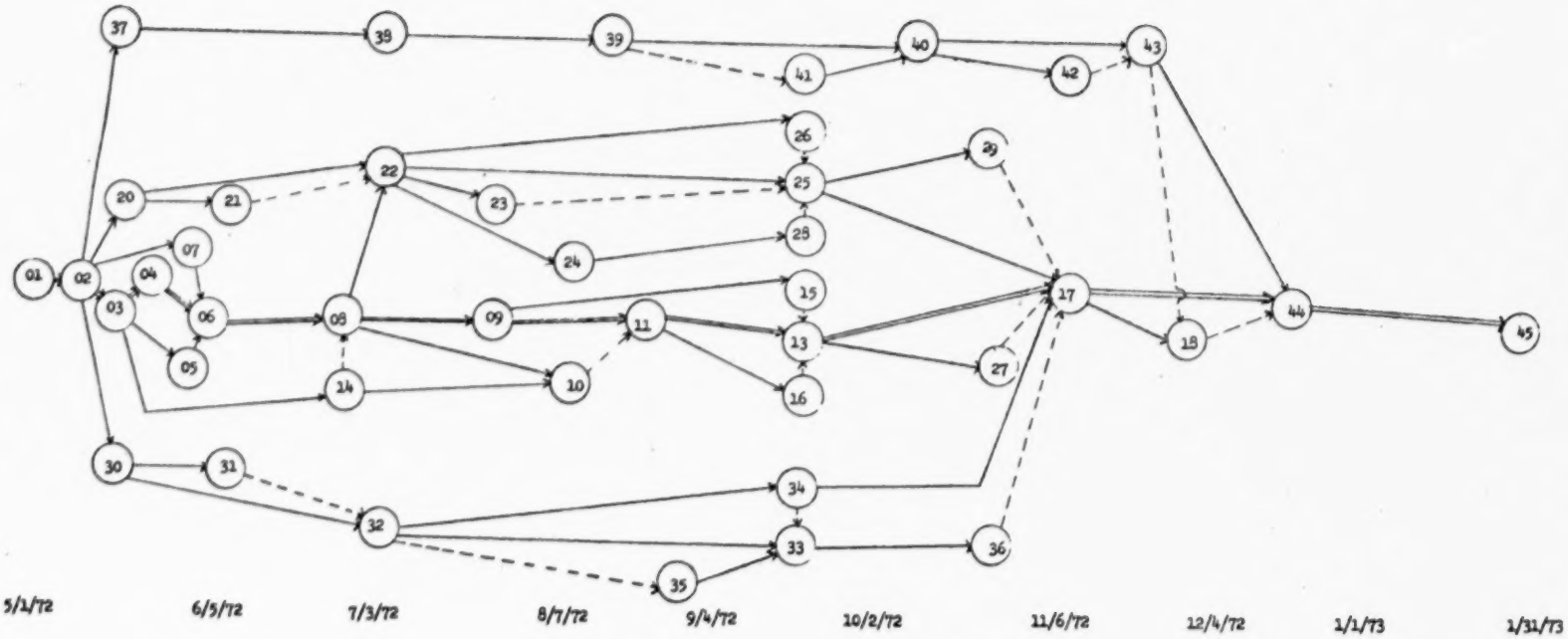
Major activities, keyed to the PERT Planning Network which follows this section, are given with estimated and actual completion dates.

Activity	Description	Estimated Completion Date	Actual Completion Date
01 - 02	Assign project responsibility	5-08-72	5-08-72
02 - 03	Develop product specifications (program descriptions)	5-15-72	6-09-72
03 - 04	Develop format for descriptions	5-22-72	6-16-72
03 - 05	Review procedures with consultants	5-29-72	8-14-72
02 - 07	Identify state leaders for special needs programs	5-29-72	5-29-72
05 - 06	Adjust procedures	6-01-72	8-15-72
04 - 06	Solicit recommendations from states for exemplary programs	6-01-72	6-16-72

Activity	Description	Estimated Completion Date	Actual Completion Date
07 - 06	Select project sample	6-01-72	6-23-72
06 - 08	Receive recommendations from states	6-26-72	7-14-72
03 - 14	Conduct literature search	6-26-72	6-26-72
08 - 09	Interact with selected program directors	7-24-72	8-11-72
14 - 10	Develop bibliography	8-07-72	9-01-72
08 - 10	Develop program descriptions	8-07-72	9-01-72
09 - 11	Write narrative	8-21-72	9-07-72
09 - 15	Conduct visitations (selected sites)	9-18-72	8-23-72
11 - 16	Arrange reviews	9-18-72	9-18-72
11 - 13	Complete rough draft	9-18-72	9-18-72
13 - 27	Edit publication	10-23-72	10-23-72
13 - 17	Review draft	11-06-72	11-17-72
02 - 30	Develop motivation product specifications	5-15-72	6-12-72
30 - 31	Arrange for author of product	6-05-72	5-01-72
30 - 32	Update literature search	7-03-72	6-23-72
32 - 34	Develop bibliography	9-18-72	8-14-72
32 - 33	Develop draft manuscript	9-18-72	8-28-72
35 - 33	Arrange for reviews	9-18-72	9-18-72
33 - 36	Edit publication	10-23-72	10-23-72
34 - 17	Review manuscript	11-06-72	11-17-72
02 - 37	Develop curriculum product specifications	5-15-72	6-15-72
37 - 38	Update literature search	7-03-72	6-23-72
38 - 39	Develop annotated bibliography	8-14-72	12-08-72
39 - 40	Write narrative	10-09-72	12-20-72
41 - 40	Arrange for reviews	10-09-72	12-20-72
40 - 42	Edit publication	11-06-72	1-05-73
40 - 43	Review manuscript	11-20-72	1-12-73
43 - 44	Revise manuscript	12-18-72	1-18-73
02 - 20	Develop teacher product specifications	5-15-72	7-31-72
20 - 21	Arrange for author	6-05-72	5-01-72
20 - 22	Update literature search	7-03-72	6-23-72
08 - 22	Identify programs	7-03-72	8-22-72
22 - 23	Interact with selected program directors	7-24-72	8-29-72
22 - 24	Develop program descriptions	8-07-72	8-30-72
22 - 26	Develop bibliography	9-18-72	9-30-72
22 - 25	Write narrative	9-18-72	9-01-72
25 - 29	Edit publication	10-23-72	10-23-72
24 - 28	Arrange reviews	9-18-72	9-11-72
25 - 17	Review publication	11-06-72	11-06-72
17 - 18	Prepare interim report	11-27-72	11-30-72
17 - 44	Prepare final drafts of publications	12-18-72	1-29-73
44 - 45	Prepare final report	1-31-73	1-31-73

PERT PLANNING NETWORK

Career Education for Disadvantaged Students



TARGETED COMMUNICATIONS

Four manuscripts have been developed representing targeted communications to local school administrators, teacher educators, and teachers.

Programs

The manuscript for local school administrators, "Career Education Programs for the Disadvantaged," is shown as Appendix A.

The primary responsibility for developing the manuscript was assumed by J. Marvin Robertson, a visiting staff member from the University of Georgia. During his twelve weeks at The Center, he reviewed literature, visited programs, telephone interviewed program directors, and developed a draft manuscript. This manuscript was subsequently reviewed by three individuals and revised by Dr. Robertson and the project staff.

The paper has five major sections. Included are an Introduction, Characteristics of the Disadvantaged, Target Populations, Program Descriptions, and Program Strengths and Limitations. Appendixes show a summary chart of the described programs and provide the location, contact person, and a brief description of selected career education programs for the disadvantaged. A selected bibliography is included.

Motivation

One of the manuscripts designed specifically for teachers, "Motivating Disadvantaged Students to Learn," is shown as Appendix B.

The primary responsibility for developing the manuscript was assumed by Hollie B. Thomas, Jr., a visiting staff member from the University of Illinois. During his six weeks at The Center, he reviewed literature and developed a draft manuscript. This manuscript was subsequently reviewed by two individuals and revised by Dr. Thomas and the project staff.

The paper is organized under headings of Introduction, Research Related to Motivating Disadvantaged Students to Learn, Techniques of Motivating the Disadvantaged, and Summary, Conclusions, Recommendations, and Implications. A selected bibliography is included.

Teacher Education

The primary responsibility for developing the manuscript on teacher education was assumed by Henry Schmitt, a visiting staff member from the Multicultural Teacher Education Center at Rough Rock Demonstration

School, Rough Rock, Arizona. During his six weeks at The Center, he reviewed literature, visited programs, and developed a draft manuscript. This manuscript was subsequently reviewed by three individuals and has been revised by Dr. Schmitt and the project staff. This manuscript, "Teacher Education for the Culturally Different," is shown as Appendix C.

This paper has seven major sections, including: Introduction, The Current Dilemma, Qualities Deemed Necessary for Effective Teaching, A Description of Three Agencies Preparing Teachers for the Culturally Different, A Viable Multicultural Program, The Question of Logistics and Priorities, and a Selected Bibliography.

Curriculum Materials

The manuscript on curriculum materials was developed by David Maxwell, a visiting staff member from Oregon State University, and Alice J. Brown and J. David McCracken of the project staff. This manuscript was reviewed by three individuals during December 1972 and subsequently revised. "Curriculum Materials in Career Education for the Disadvantaged" is shown as Appendix D.

The authors first considered the curricular needs of disadvantaged students. They then studied curriculum materials for three educational stages: Career Awareness, Career Exploration, and Career Preparation. An annotated bibliography of curriculum materials follows a selected bibliography of references.

RECOMMENDATIONS

A basic premise of career education suggests students should be introduced to the world of work concept at an early age and that provision for continual learning be provided through adulthood.

In keeping with the current emphasis on career education, it is recommended that special priority be given to dissemination and utilization of the information in these four manuscripts.

The Center for Vocational and Technical Education annually sponsors or assists with a Leadership Development Seminar for State Directors of Vocational Education, National Vocational-Technical Teacher Education Seminar, Leadership Development Seminar for State Directors of Community Colleges, and the National Seminar for Directors of Research Coordination Units. Members of The Center staff also assist in planning seminars, conferences, and workshops for many professional groups. These professional groups are important in gaining utilization of the findings. Therefore, it is recommended that The Center be involved in the dissemination effort given to the results of this project.

WORKSHOP
PARTICIPANTS

CENTER REPRESENTATIVES:

Kenney Gray -- Associate Director, Support Services

J. David McCracken -- Assistant Director, Information Systems

Alice J. Brown -- Editor

Harold Starr -- Research and Development Specialist

Representative -- Career Education Model

PROJECT AUTHORS:

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Hollie Thomas -- Department of Vocational and Technical Education, University of Illinois, Urbana

PROJECT CONSULTANTS:

Victor E. Hill -- Director of Indian Education, Muskogee, Oklahoma

B. B. Archer -- Florida A & M University, Tallahassee

Gene Wollery -- Coordinator of Career Education, Dayton, Ohio

Archie Holmes -- State Department of Education, Minneapolis, Minnesota

WORKSHOP

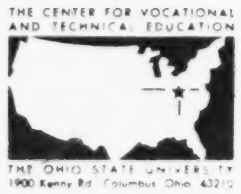
on

CAREER EDUCATION

for the

DISADVANTAGED

August 14, 1972



AGENDA

8:30 a.m. INTRODUCTORY SESSION
(North Auditorium)

Overview of project
introduction of
participants
David McCracken

Relationship of project
goals to Center goals
Kenney Gray

9:00 a.m. DESCRIPTION OF PROPOSED PAPERS

9:00 Exemplary career education programs description
J. Marvin Robertson

9:30 Teacher education programs for special needs students
Henry Schmitt

10:00 COFFEE BREAK

10:20 Special needs curricula and instructional materials
David Maxwell

10:50 Motivation of disadvantaged students
Hollie Thomas

11:20 a.m. DISCUSSION AND SUMMATION

11:45 a.m. LUNCH
(OSU Terrace Dining Room)

12:50 p.m. TOUR OF THE CENTER

1:00 p.m. INDIVIDUAL MEETINGS

Dr. Robertson - Mr. Hill
Dr. Schmitt - Dr. Archer
Mr. Maxwell - Mr. Wollery
Dr. Thomas - Mr. Holmes

3:00 p.m. COFFEE BREAK
(North Auditorium)

3:20 p.m. GENERAL SESSION

Resolution of known problems
Reactions and suggested alterations